

Committee on Equal Opportunities
Council on Postsecondary Education
May 20, 2013

Summary Report: Evaluation of the Institutional Diversity Plan Assessments

Background

The Council on Postsecondary Education worked collaboratively with Kentucky's public postsecondary institutions and numerous higher education stakeholders across the Commonwealth to develop the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

Institutional diversity plans were developed in response to the diversity policy with the expectation that they would comply with the requirements of both the Postsecondary Education Diversity Policy and the Kentucky Administrative Regulation. The statewide policy and the KAR directed institutions to develop campus-based diversity plans that included specific strategies that promote diversity; measurable goals that describe diversity and equal opportunity for students, faculty, administrators, and staff; and strategies that address the campus environment. The plans focus on four areas:

- 1) Student Body Diversity that reflects the diversity of the Commonwealth or the institution's service area (both undergraduate and graduate).
- 2) Student Success (retention, graduation rate, degrees, and credentials).
- 3) Workforce Diversity (faculty, staff, and executive/administrative/managerial).
- 4) Campus Climate (environment, strategies, employment retention, and promotion).

The institutional plans provide a general roadmap of the types of activities that the institutions will work on collaboratively with the Committee on Equal Opportunities and other key stakeholders over the next four years to make progress on the policy objectives of the Statewide Diversity Policy and the Postsecondary Education 2011-15 Strategic Agenda, *Stronger by Degrees*.

The policy requires each public postsecondary institution to develop annual diversity plan assessment reports that acknowledge the advances made and areas that require attention. Council staff received the first self-assessment reports in late fall and early

spring. Reports were submitted by the Kentucky Community and Technical College System in March 2013.

Assessment reports highlight the institutions' success in implementing specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population. Council staff assembled a Diversity Plan Assessment Review Team to evaluate the institutional reports. The review team consists of four individuals representing academic affairs, information/research, college readiness, and student success. The review team utilized several documents (Diversity Plan Assessment Checklist, Diversity Plan Assessment Reporting Guidelines, and Outline for Campus Environment Team (CET)/Campus Climate Reporting) that were created for the Equal Education Opportunity representatives to assist in the development of the reports. The review team evaluated the progress reported by the institutions, as well as areas identified as requiring improvement, and discussed the data presented in terms of the institutions' abilities to achieve their 2015 goals. The majority of the KCTCS institutions addressed the areas highlighted in their plans, and most identified areas that will require additional attention to meet their goals. When the assessment reports failed to address progress toward their goals or omitted information, the review team recommended that the institutions provide additional information to address concerns that were raised. All KCTCS institutions were contacted by Council staff to revise their assessment report. All institutions forwarded revisions to the KCTCS central office, and revised reports were forwarded to Council staff May 2, 2013.

Attached are summaries of the institutions' first self-assessment reports, including their Executive Summary. A PowerPoint presentation will be presented at the May 20 CEO meeting that displays the KCTCS institutional progress and areas that may require attention to meet the 2015 goals.

Ashland Community and Technical College Diversity Plan Assessment

Executive Summary

Ashland Community College's Executive Summary highlighted the four areas addressed in their Diversity Plan, information that described the progress made, and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2011-12 and discussed the institution's progress toward their 2015 goals. Based upon Ashland's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African

American/ Black, Hispanic/Latino, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Ashland has a special focus on veterans and low-income students.

Student Body Diversity

The Ashland assessment identified the following best practices that promote a diverse enrollment:

- Multicultural Membership Drive
- Attended regional college fairs to recruit minority students
- John Faulkner--Black in the 21st Century
- Kathy Bullock--Appalachian Music
- Senior Celebrations
- Super Sunday

The enrollment chart indicated that overall, Ashland noted an increase in the Hispanic/Latino undergraduate student enrollment in 2010 in comparison to 2011. Two ethnic groups declined in enrollment (12 students total) in 2010 in comparison to 2011 (African American/Black, and American Indian/Alaskan Native). While the institution met its goal for American Indian/Alaskan Native students, they failed to meet their goal for African American/Black students.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Ashland assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: Ashland reported an increase in student retention in three ethnic/racial groups in 2011 in comparison to 2010 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in the first to second year. The retention rates of two groups (African American/Black, and American Indian/Alaskan Native) were below 30 percent. Ashland did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report highlighted the 2010-2011 results of the Ashland graduation rates. A rate was established at 20.9 percent for all racial/ethnic groups in

the KCTCS report, *Beyond the Numbers* (includes degree, diploma, and certificate students). Rates for cohorts less than five are not reported. No additional information was provided for any ethnic/racial group. A discussion was not provided to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Degrees/Credentials Awarded: The report did not highlight the 2010 period in comparison to 2011. Overall, Ashland reported an increase in the number of degrees and credentials awarded in 2011 compared to 2012 for two ethnic/racial groups: African American/Black and Hispanic/Latino. The report for the American Indian/Alaskan Native group totaled zero for both 2011 and 2012.

Credentials Awarded for STEM-H:

The Ashland report included the number of STEM-H degrees awarded to African American/Black, White, Hispanic/Latino, and Asian. A decrease was noted in African American/Black (from five to three), while an increase was noted for Hispanic/Latino (from one to two). The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The Ashland report included a summary table highlighting student transfer from the two-year institution to four-year: African American/Black from four in 2010 to four in 2011; Hispanic/Latino from six in 2010 to three in 2011. And finally, a total of one American Indian/Alaskan Native transferred in 2010, compared to one in 2011. Overall, a limited increase in student transfer was noted.

Workforce Diversity

The Ashland assessment report did not provide a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to determine whether progress is being made toward the 2015 goal. Twelve summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative indicated that there is little turnover; however, the report did not discuss initiatives and strategies to increase employment in these areas. A summary chart was provided that displayed the number of groups employed in each of the three categories. Each category included a percentage, gap, and target measures.

Executive, Administrative, Managerial: The Ashland measures reported for executive/administrative/managerial employees include: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up was

provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Ashland summary chart noted no change for the three groups, from 2010 to 2011: African American/Black from two in 2010 to two in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The Ashland summary chart indicated that employment remained the same in all ethnic/racial groups in this category: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report indicated that African American/Blacks were retained in all categories from 2010 to 2011. According to the report, no other ethnic/racial groups were employed in the three categories identified in the diversity policy between 2010 and 2011.

Tenured Faculty Members: Ashland presented the tenure of their faculty as follows: Two tenured African American/Blacks and 14 White tenured. No other ethnic/racial groups were identified as tenured.

Ashland Board of Directors: The makeup of the Ashland board consists of ten individuals: four White male and six White female.

Campus Environment Team/Campus Climate

The CET report was included in the Ashland assessment. The list of members was included in the report (13 members in 2010 and 10 members in 2011, including 2 students in 2010 and none in 2011) along with the goals/objectives, and charge of the group. Meetings are publicized through e-mail and were held monthly. The assessment report indicated that recommendations were not made in 2010-11. And finally, the Ashland assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with next steps and best practices.

Big Sandy Community and Technical College

Diversity Plan Assessment

Executive Summary

Big Sandy's Executive Summary discussed the institution's commitment to diversity, identified some of the efforts, and highlighted the areas of growth and decline from 2010-2011. The assessment report included a discussion of actions that will be implemented in 2013-14 as well as assessment tools that will be used. Based upon Big Sandy's area of geographical responsibility, the following ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Pacific Islander/Native Hawaiian, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the summary charts of students and the workforce. The report indicated that Big Sandy has a special focus on first generation, low-income students, and non-traditional students.

Student Body Diversity

The Big Sandy assessment identified a variety of best practices that promote a diverse enrollment:

- College Admissions Confirmation
- Diversity Open House
- Center for Enrichment Resources
- First Year Experience
- Qualified Counselors
- Dr. Martin Luther King, Jr., Celebration
- Cinco de Mayo Celebration
- GMSCPP
- Carl D. Perkins Job Corps Center and Perkins Vocational Training Center Partnership
- Super Sunday

The enrollment chart indicated that Big Sandy saw an increase in each of the ethnic/racial groups, with the exception of African American/Black. Hispanic/Latino student enrollment totaled 27 in 2010 (41 in 2011); American Indian/Alaskan Native student enrollment totaled nine in 2010 (16 in 2011); Native Hawaiian/Pacific Islander student enrollment totaled 13 in 2010 (14 in 2011). African American/Black enrollment declined from 38 in 2010 to 30 in 2011.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Big Sandy assessment report included several tables to highlight progress in student success initiatives: retention, credentials and degrees earned, and transfer. Information regarding STEM-H was not included in the report.

Retention: Big Sandy reported an overall retention rate of 54.7 percent. However, low retention rates were reported for minority groups. The report identified the retention rate for only one racial group (Asian)—that was not included in the statewide diversity policy or the institutional diversity plan. Big Sandy did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The Big Sandy report did not include graduation rate data for 2010 – 2011. A discussion was not provided to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Degrees/Credentials Awarded: The report highlighted the 2010 period in comparison to 2011. Overall, Big Sandy reported an increase for two ethnic/racial groups: Hispanic/Latino and Native Hawaiian/Pacific Islander. African American/Black decreased from 2010 (13 degrees/credentials) to 2011 (seven degrees/credentials). The data for the American Indian/Alaskan Native group showed zero for both 2011 and 2012.

Credentials Awarded for STEM-H:

The Big Sandy report included the number of STEM-H degrees awarded to African American/Black, White, Hispanic/Latino, and Asian. A decrease was noted in Hispanic/Latino (from five to two) and in the African American/Black (from three to one). The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The Big Sandy report identified a 6.5 percent increase overall, in students transferring to in-state four-year universities and a 7 percent to 150 percent increase in the transfer rate of various ethnic/racial groups of enrolled students. The report also included a summary table highlighting student transfer from the two year institution to four-year: African American/Black from seven in 2010 to 11 in 2011; Hispanic/Latino from two in 2010 to five in 2011. And finally, no change was reported for American Indian/Alaskan Native and Native Hawaiian/Pacific Islander in 2010 compared to 2011 (the total remained at one each for both ethnic/racial groups). Overall, slow but steady progress in student transfer was noted.

Workforce Diversity

The Big Sandy assessment report provided a brief narrative of the various ethnic/racial groups highlighted in workforce diversity and eluded to progress being made toward the 2015 goal. One summary chart was presented that identified six ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

The chart indicated that there was no change made in African American/Black employees in three categories from 2010 to 2011 (total remained at one); no change made in American Indian/Alaskan Native employees in two categories from 2010 to 2011 (total remained at zero for two categories and one in the category of faculty); and no change made in Hispanic/Latino in two categories (zero); however, the chart identified an increase in Hispanic professional staff from 2010 to 2011 (from zero to one). The report did not discuss initiatives and strategies to increase employment in these areas.

Executive, Administrative, Managerial: The Big Sandy measures reported for executive/administrative/managerial employees include:

- African American/Black from one in 2010 to one in 2011.
- Hispanic/Latino from zero in 2010 to zero in 2011.
- American Indian/Alaskan Native from zero in 2010 to zero in 2011.

No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Big Sandy summary chart noted no change for the four groups from 2010 to 2011: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian Pacific Islander from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The summary chart indicated that Hispanic/Latino increased in this category from zero in 2010 to one in 2011. No change took place for three groups from 2010 to 2011: African American/Black from one in 2010 to one in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian Pacific Islander from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report indicated that African Americans were retained in all categories from 2010 to 2011. According to the report, no other ethnic/racial groups were employed in the three categories identified in the diversity policy between 2010 and 2011.

Characteristics of Full-Time Faculty: Big Sandy presented their faculty as follows:

- Gender: Female-62, male-57, total 119
- Minority: N-5, 4.2 percent
- Tenured: N-36, 30.30 percent
- Tenure Track: N-1,
- Non-Tenure: N-82, 68.90 percent

Big Sandy Board of Directors: The makeup of the Big Sandy board consists of 10 individuals: Five male and five female (one African American and 9 Whites).

CET/Campus Climate

The CET report was included in the Big Sandy assessment. The list of members was included in the report (25 members in 2010--no student member) along with the goals/objectives and charge of the group. Meetings are publicized through e-mail and were held at the consensus of the group. The assessment report indicated that recommendations were not made in 2010-11.

Finally, the Big Sandy assessment indicated that student forums were held, surveys were distributed, and one-on-one conversations were conducted. A self-study was conducted in 2011-12 focusing on transfer and included a diversity dimension. The report concluded with next steps and best practices.

Bluegrass Community and Technical College Diversity Plan Assessment

Executive Summary

Bluegrass Community and Technical College's Executive Summary described the progress made and areas that will require additional attention. The assessment report included a discussion of the institution's commitment to diversity and highlighted some

of the programs that have been implemented. Based upon Bluegrass' area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/Black, Hispanic/Latino, Native Hawaiian, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Bluegrass has a special focus on Hispanics, STEM, and international students.

Student Body Diversity

The Bluegrass assessment identified several best practices that promote a diverse enrollment:

- Improved advising for developmental and ESL students.
- College-wide recruitment team.
- High school pipelines established with CARNEGIE HALL, Upward Bound, Talent Search, LLCEC, and Latino Multicultural College Fair.
- College wide tutoring services.
- Super Sunday.

Three ethnic groups increased in enrollment from 2010 to 2011 (American Indian/Alaskan Native, Hispanic, Native Hawaiian). While the institution noted that the enrollment for African American/Black students declined from 2010 to 2011, Bluegrass indicated that this category would be achieved in the 2013-14 evaluation.

Student Success: Retention, Graduation Rates, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Bluegrass assessment report included several tables to highlight progress in student success initiatives for retention, credentials earned, STEM-H degrees, and transfer.

Retention: Bluegrass reported an increase in student retention for two ethnic/racial groups in 2011 in comparison to 2010 (Hispanic, Native Hawaiian) in first to second year retention. The retention rate for two groups (African American/Black from 50 percent to 43 percent and American Indian/Alaskan Native from 70 percent to zero) declined from 2010 to 2011. Bluegrass indicated that this category would not be achieved in the 2013-14 evaluation.

Graduation Rate: The report did not include information on graduation rates. A discussion was not provided to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Degrees/Credentials Awarded: The report showed an increase in student degrees and credentials awarded in three ethnic/racial groups in 2011 in comparison to 2010 (American Indian/Alaskan Native, Hispanic, Native Hawaiian). The degrees and credentials awarded to African American/Black students dropped from 2010 to 2011 (from 365 to 319). Bluegrass did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals. Bluegrass indicated that this category would be achieved in the 2013-14 evaluation.

Credentials Awarded for STEM-H: The Bluegrass report included the number of STEM-H degrees awarded to African American/Black, White, Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian and Asian. An increase in student degrees and credentials awarded was noted for three ethnic/racial groups in 2011 in comparison to 2010: (Hispanic/Latino, Native Hawaiian, and Asian). A decrease was noted in two groups: African American/Black (from 137 to 125) and American Indian (from seven to five).

Student Transfer from KCTCS: Bluegrass displayed summary charts highlighting student transfer from the two- to four-year institution: African American/Black from 162 in 2010 to 203 in 2011; Hispanic/Latino from 30 in 2010 to 43 in 2011; American Indian/Alaskan Native from four in 2010 to seven in 2011; and Bluegrass noted a decrease in Native Hawaiian transfers from four in 2010 to three in 2011. Overall, a steady increase in student transfer was noted.

Workforce Diversity

Bluegrass provided a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity. The report identified more than 10 strategies to increase diversity in this area. Seven summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff, as well as full/part time status, and primary function/occupational activity. Bluegrass indicated that each of the areas would be achieved in the 2013-14 evaluation.

Executive, Administrative, Managerial: The Bluegrass measures reported for executive/administrative/managerial employees include: African American/Black from three in 2010 to three in 2011; Hispanic/Latino from zero in 2010 to zero in 2011, and

American Indian/Alaskan Native from zero in 2010 to zero in 2011. Bluegrass noted an increase in Native Hawaiians from N/A in 2010 to one in 2011.

Faculty: The Bluegrass summary chart noted minimal change for the four groups from 2010 to 2011: African American/Black from 10 in 2010 to 11 in 2011; Hispanic/Latino from two in 2010 to two in 2011; and American Indian/Alaskan Native from one in 2010 to two in 2011; and Native Hawaiians from N/A in 2010 to zero in 2011.

Professional Staff: Bluegrass indicated that employment remained the same in all ethnic/racial groups in this category, with the exception of African American/Black from 2010 to 2011 (from 18 to 20 employees). Hispanic/Latino, from one in 2010 to one in 2011 and American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiians from N/A in 2010 to zero in 2011.

Retained Workforce: The report did not include information regarding a retained workforce from 2010 to 2011.

Tenured Faculty Members: The report did not include information regarding tenure.

Bluegrass Board of Directors: The makeup of the Bluegrass board consists of 10 individuals: Two African Americans and eight Whites. Five Female, and five Male.

CET/Campus Climate

The equivalent of a CET report was included in the Bluegrass assessment. The list of 15 members included in the report identified the status in terms of the three employment categories (Executive/Administrator/Manager, Faculty, and Staff). No students were identified. Meetings are held quarterly, each semester. The assessment report highlighted various programs and activities that were implemented across the academic year:

- Annual MOSSAIIIC Conference
- Sensitivity Training Workshop
- Lactation Station
- Global Education Partnerships
- Monthly Cultural Awareness Activities
- Curriculum Enhancement

And finally, the Bluegrass assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with a discussion of Bluegrass' commitment to diversity and a recap of their best practices.

Elizabethtown Community and Technical College Diversity Plan Assessment

Executive Summary

Elizabethtown Community and Technical College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2011-12 and discussed the institution's progress toward their 2015 goals. Based upon Elizabethtown's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. The report indicated that Elizabethtown has a special focus on low-income students, LGBT, and veterans.

Student Body Diversity

The Elizabethtown assessment identified a variety of best practices that promote a diverse enrollment:

- John T. Smith Minority Scholarships
- Super Sunday
- High School Outreach
- NAACP
- Partnerships with: UK, WKU, Campbellsville, Lindsey Wilson, McKendree College, Delta Sigma Theta, Project Pass
- Gospel Music Extravaganza
- Friday Night Game Plan

The enrollment chart indicated that overall, Elizabethtown noted an increase in two groups: Hispanic/Latino and American Indian/Alaskan Native student enrollment in 2010, in comparison to 2011. One ethnic group declined in enrollment (14 students total) in 2010, in comparison to 2011 (African American/Black). While the institution met

its goal for American Indian/Alaskan Native and Hispanic/Latino students, they failed to meet their goal for African American/Black students. The report provided a discussion of actions that would be implemented to address the decrease in African American/Black student enrollment.

Student Success, Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Elizabethtown assessment report included several tables to highlight progress in student success initiatives: Retention, graduation rates, credentials earned, STEM-H degrees, and transfer.

Retention: Elizabethtown did not report on student retention.

Graduation Rate: The report highlighted the 2010 – 2011 results of the Elizabethtown CTC graduation rates. A target was established at 29.8 percent for all racial/ethnic groups. Graduation rates for cohorts less than five were not reported.

Elizabethtown reported that African American/Black's had a graduation rate of 14.5 percent, while Hispanic/Latino had a graduation rate of 0 percent, in 2010. Figures for American Indian/Alaskan were not reported in 2010. In comparison, in 2011, African American/Black's had a graduation rate of 14.8 percent, a slight increase from the previous year, while Hispanic/Latino had a graduation rate of 14.3 percent, and American Indian/Alaskan had a graduation rate of 16.7 percent. Elizabethtown indicated that the institution did not meet its target for undergraduate graduation rates for selected student cohorts.

Degrees/Credentials Awarded: The report highlighted the 2010 awards, in comparison to 2011. Overall, Elizabethtown reported an increase in the number of degrees and credentials awarded in 2011, compared to 2010 for two ethnic/racial groups: African American/Black and Hispanic/Latino. The report for degrees and credentials awarded to American Indian/Alaskan Native students totaled 23 for 2010 and 8 in 2011, a slight decrease from the previous year.

Credentials Awarded for STEM-H: The Elizabethtown report included the number of STEM-H degrees awarded to African American/Black, Hispanic/Latino, and American Indian/Alaskan Native students. A decrease was noted in American/Black (from 43 to 22), and American Indian/Alaskan Natives (from 6 to 3), while an increase was noted for Hispanic/Latino (from 3 to 12).

Student Transfer from KCTCS: The Elizabethtown report included a summary table highlighting student transfer from the 2 year institution to 4 year in 2011, compared to 2012. The data should have reported transfer from 2010, compared to 2011.

African American/Black transfer in 2011 totaled 57, compared to 52 in 2012; Hispanic/Latino transfer in 2011 totaled 24, compared to 18 in 2012. And finally, a total of 1 American Indian/Alaskan Native transfer in 2011 totaled 4, compared to 2 in 2012. Overall, a decrease in student transfer was noted.

Workforce Diversity

The Elizabethtown assessment report included a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity. Six summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative indicated that only one of the three workforce category goals was met: Executive, Administrative, and Managerial. The report discussed initiatives and strategies to increase employment in all areas.

Executive, Administrative, Managerial: The Elizabethtown measures reported for executive/administrative/managerial employees include: African American/Black from 1 in 2010, to 2 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011.

Faculty: The Elizabethtown summary chart noted no change for the three groups, from 2010 to 2011: African American/Black from 4 in 2010, to 4 in 2011; Hispanic/Latino, from 2 in 2010, to 2 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011.

Professional Staff: The Elizabethtown summary chart indicated that employment remained the same in two ethnic/racial groups in this category: African American/Black from 4 in 2010, to 4 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011. Elizabethtown reported an increase in American Indian/Alaskan Native employed in this category, from 0 in 2010, to 1 in 2011.

Retained Workforce: The report indicated that Elizabethtown did not have the data available, by department, regarding the retention of the workforce during the development of the agenda items for the May 20 CEO meeting. According to the report, no other ethnic/racial groups were employed in the three categories identified in the diversity policy (at Elizabethtown CTC) between 2010 and 2011.

Tenured Faculty Members: Elizabethtown CTC did not present the tenure of their faculty.

Elizabethtown Board of Directors: The makeup of the ECTC board consists of ten individuals:

- 5 male
- 5 female
- 1 African American
- 8 White
- 1 Hispanic

CET/Campus Climate

The CET report was included in the Elizabethtown assessment. The equivalent to the CET was the Multicultural Committee. A list of the members was included in the report (8 faculty members, and 4 staff members- no student members were identified). The committee collaborated with the SGA. The report highlighted the charge of the group. Meetings were conducted through e-mail. The assessment report indicated that several recommendations were made. And finally, the Elizabethtown assessment highlighted various programs supported by the committee across the academic year. The report did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with next steps and best practices for each of the four areas identified in the statewide diversity policy, as well as the ECTC Diversity Plan.

Gateway Community and Technical College Diversity Plan Assessment

Executive Summary

Gateway Community College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented, and provided a discussion of the institution's progress toward their 2015 goals. Based upon Gateway's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, American Indian/Alaskan Native and

Native Hawaiian/Pacific Islander. The Gateway diversity assessment report included the same groups in discussions of workforce diversity.

Student Body Diversity

The Gateway assessment identified several best practices that promote a diverse enrollment:

- GCTC Urban Center
- Workplace Spanish for Customer Service
- Hispanic Health Fair
- Governor's Minority Student College Preparation Program
- Super Sunday

The enrollment chart indicated that overall, Gateway noted an increase in three ethnic/racial groups: (African American/Black, American Indian/Alaskan Native, and Hispanic/Latino) in 2010, in comparison to 2011. One ethnic group declined in enrollment (2 students total) in 2010, in comparison to 2011 (Native Hawaiian/Pacific Islander).

Student Success: Retention, Graduation Rates, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Gateway assessment report included twelve tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned undergraduate STEM-H degrees, and transfer.

Retention: Gateway reported a student retention rate of 33-62 percent for three ethnic/racial groups in 2011 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in the first to second year. The retention rates of two groups, African American/Black and American Indian/Alaskan Native, were 33 percent and 50 percent, respectively. The Hispanic/Latino retention rate was 62 percent.

Graduation Rate: The report highlighted the 2010 – 2011 results of the Gateway CTC graduation rates. The indicated that the total number of students of color graduating has increased from 43 students in 2008-09 to 120 student in 2011-12, representing an increase of 179 percent. African American/Black increased from 0 percent to 33 percent; Hispanic/Latinos increased from 25 percent to 33 percent; American Indian/Alaskan Native 100 percent; and Native Hawaiian/Pacific Islander increased from 33 percent to 50 percent.

Degrees/Credentials Awarded: The report highlighted the 2010 period, in comparison to 2011. Overall, Gateway reported an increase in the number of degrees awarded in 2011, compared to 2012 for three ethnic/racial groups: African American/Black increased from 12 to 17; American Indian/Alaskan Native increased from 0 to 1; and Native Hawaiian/Pacific Islander increased from 0 to 2. Hispanic/Latino decreased from 6 to 5.

The report also highlighted the credentials awarded in 2011, compared to 2012 for three ethnic/racial groups: African American/Black increased from 0 to 3; Hispanic/Latino increased from 0 to 1; Native Hawaiian/Pacific Islander increased from 0 to 1; and American Indian/Alaskan Native remained the same at 0.

And finally, the report highlighted the certificates awarded in 2011, compared to 2012: African American/Black increased from 59 to 87; and American Indian/Alaskan Native from 0 to 1. Hispanic/Latino decreased from 18 to 9; Native Hawaiian/Pacific Islander decreased from 2 to 0.

Credentials Awarded for STEM-H:

The Gateway report included the number of STEM-H degrees awarded to African American/Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The report highlighted the 2010 period, in comparison to 2011. Overall, Gateway reported an increase in the number of degrees and credentials awarded in 2011, compared to 2012 for all ethnic/racial groups: African American/Black increased from 42 to 54; Hispanic/Latino increased from 1 to 2; American Indian/Alaskan Native increased from 0 to 1; and Native Hawaiian/Pacific Islander increased from 0 to 2. The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The Gateway report included a summary table highlighting student transfer from the 2 year institution to 4 year: African American/Blacks declined from 22 in 2010, to 14 in 2011; Hispanic/Latino, also declined from 6 in 2010, to 5 in 2011. And finally, a total of 1 American Indian/Alaskan Native transferred in 2010, compared to 2 in 2011. Overall, an increase of only student transfer was noted.

Workforce Diversity

The Gateway assessment report provided a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity from 2010 to 2011. Three summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. Gateway met two of the three goals in workforce diversity.

Executive, Administrative, Managerial: The Gateway report for executive/administrative/managerial employees include: African American/Black from 2 in 2010, to 3 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011; Native Hawaiian/Pacific Islander from 0 in 2010, to 0 in 2011.

Faculty: The Gateway summary chart noted no change for the four groups, from 2010 to 2011: African American/Black from 5 in 2010, to 5 in 2011; Hispanic/Latino, from 2 in 2010, to 2 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011; Native Hawaiian/Pacific Islander from 0 in 2010, to 0 in 2011.

Professional Staff: The Gateway summary chart indicated that employment increased for one ethnic/racial group in this category: African American/Black from 5 in 2010, to 7 in 2011; all others remained the same: Hispanic/Latino, from 2 in 2010, to 2 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011; Native Hawaiian/Pacific Islander from 0 in 2010, to 0 in 2011.

Retained Workforce: The Gateway report did not include information regarding the retained workforce.

Tenured Faculty Members: Gateway does not have tenured faculty.

Gateway Board of Directors: The makeup of the GCTC board consists of ten individuals:
5 male, 5 female, 1 African American, 9 White.

CET/Campus Climate

The CET report was included in the Gateway assessment. The list of members consists of administrators, faculty, staff, and students (12 members). Meetings are publicized and open to the college community. The assessment report indicated that an evaluation of the Cultural Diversity Team was conducted (CCSSE, and SSI). It appears that two recommendations were made in 2010-11. And finally, the report concluded with next steps.

Hazard Community and Technical College Diversity Plan Assessment

Executive Summary

Hazard Community College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2011-12, and discussed the institution's progress toward their 2015 goals. Based upon Hazard's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Hazard has a special focus on first generation, low-income students, and students with disabilities.

Student Body Diversity

The Hazard assessment identified strategies that they plan to implement:

- Utilized students from diverse populations in recruitment efforts.
- Super Sunday.
- Reestablish relationship with Frenchburg Job Corps.
- Recruit prospective students participating in summer basketball league.
- Establish relationship with ethnic restaurants in service area.

The enrollment charts indicated that Hazard noted an overall increase in diverse student enrollment in 2010, in comparison to 2011. One group increased: African American/ Black from 27 in 2010, in comparison to 44 in 2011. Two ethnic groups declined in enrollment (2 students total) in 2010, in comparison to 2011 (Hispanic/Latino and American Indian/Alaskan Native). The institution met its goal for student body diversity, when the total enrollment for the academic year was considered.

Student Success: Retention, Graduation Rates, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Hazard assessment report included several tables to highlight progress in student success initiatives: retention, credentials earned, STEM-H degrees, and transfer.

Retention: Hazard reported student retention data for three ethnic/racial groups in 2011, in comparison to 2010 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in first to second year. The retention rate for American Indian/Alaskan Natives was 100 percent, while one group (Hispanics) was 50 percent, and the rate for African American/Black) was 0. Hazard did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report did not highlight graduation rate results for Hazard CTC. A discussion was not provided to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Degrees/Credentials Awarded: The report noted that credentials and degrees awarded to two ethnic/racial groups increased, and two declined in 2010, in comparison to 2011. Hazard reported an increase in the number of degrees and credentials awarded to Hispanic/Latino (from 0 to 9) and Native Hawaiian/Pacific Islander (from 0 to 3) in 2010, compared to 2011, and a decline was noted for African American/Black (from 16 to 6) and American Indian/Alaskan Native (from 4 to 0).

Credentials Awarded for STEM-H (Associate in Applied Science at Hazard):

The Hazard report included a list of courses offered for the Associate in Applied Science degrees. Student data provided presented an increase in Associate in Science degrees from 2010 (40) in comparison to 2011 (52), as well as Associate in Arts: from 2010 (106) to 2011 (145). Also, the report identified initiatives/strategies to increase the retention rates for all students:

- Workshops on stress and study skills
- Blackboard orientation for new students taking online coursework
- Customer-focused service training for all college personnel with a focus on cultural competence
- Limit the number of days to register late
- Mentoring project connecting new students with campus resources
- Early Alert System

Student Transfer from KCTCS: The report included a summary table highlighting student transfer from 2 year institutions to 4 year. The number of African American/Black and American Indian/Alaskan Native transferring in 2010 and 2011 remained the same (5 and 1, respectively); Hispanic/Latino transfers decreased from 2 in

2010, to 0 in 2011. And finally, a total of 1 American Indian/Alaskan Native transferred in 2010, compared to 1 in 2011. Overall, a decrease was noted in student transfer.

Workforce Diversity

The Hazard assessment report did not provide a narrative of the progress made for the various ethnic/racial groups to determine whether progress was made toward the 2015 goal. Three summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

The report did not discuss initiatives and strategies to increase employment in these areas. The number of individuals employed in each of the three categories was highlighted.

Executive, Administrative, Managerial: The Hazard measures reported for executive/administrative/managerial employees include: African American/Black from 1 in 2010, to 1 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011, and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011. No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal. The report indicated the goal was not met.

Faculty: The summary chart noted no change for two groups, and an increase in one group from 2010 to 2011: African American/Black from 2 in 2010, to 3 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011, and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal. The report indicated the goal was not met.

Professional Staff: The Hazard summary chart indicated that employment increased for one group, but remained the same in all ethnic/racial groups in this category: African American/Black from 2 in 2010, to 1 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal. The report indicated the goal was not met.

Retained Workforce: The report did not include the retention of the workforce between 2010 and 2011.

Tenured Faculty Members: Hazard did not present the tenure of their faculty.

Hazard Board of Directors: The makeup of the Hazard board consists of ten individuals:

7 male, 3 female, 1 African American, 9 White.

CET/Campus Climate

The CET report was included in the Hazard assessment. The list of members was included in the report (4 members, 16 ad hoc members- no students were included), along with the charge of the group. Meetings were publicized through e-mail. The assessment report highlighted various activities were scheduled in 2010-11. And finally, the Hazard assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with next steps.

Henderson Community and Technical College Diversity Plan Assessment

Executive Summary

Henderson Community College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2011-12, and discussed the institution's progress toward their 2015 goals. Based upon Henderson's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Henderson has a special focus on veterans, and low-income students.

Student Body Diversity

The Henderson assessment identified best practices that promote a diverse enrollment:

- Rotary Colonels 2-College Program
- Green Rivers Area Development Partnership
- GRADD
- President's Advisory Council
- Super Sunday

The enrollment chart indicated that overall, Henderson noted an increase in the African American/Black undergraduate student enrollment in 2010, in comparison to 2011. Two ethnic groups declined in enrollment (11 students total) in 2010, in comparison to 2011 (Hispanic/Latino, and American Indian/Alaskan Native).

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded

The Henderson assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned undergraduate STEM-H degrees, and transfer.

Retention: Henderson reported an student retention rate between 42.9% and 100% between 2010 to 2011 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in first to second year retention. The retention rate for one group (American Indian/Alaskan Native) was 100%, while of another group (African American/Black) was 68.2%. One group (Hispanic/Latino) was 42.9%. Henderson did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report did not highlight a graduation rate for students enrolled at Henderson from 2010 – 2011.

Degrees/Credentials Awarded: The report highlighted the 2010 period, in comparison to 2011. Overall, Henderson reported a decrease in the number of degrees and credentials awarded in 2010, compared to 2011 for two ethnic/racial groups: African American/Black (56 to 54) and American Indian/Alaskan Native (2 to 0). The report for the Hispanic/Latino group totaled 3 for both 2010 and 2011.

Credentials Awarded for STEM-H: The Henderson report included a summary chart of STEM-H degrees awarded to all underrepresented groups, and all other races from 2010 to 2011. No breakout by race was noted. A decrease was noted for underrepresented

groups earning STEM-H credentials (from 33 to 25). The report identified initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The Henderson report included a summary table highlighting student transfer from the 2 year institution to 4 year: African American/Black from 11 in 2010, to 10 in 2011; Hispanic/Latino, from 1 in 2010, to 2 in 2011. And finally, a total of 1 American Indian/Alaskan Native transferred in 2010, compared to 1 in 2011. Overall, no change in student transfer was noted.

Workforce Diversity

The Henderson assessment report did not provide a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to determine whether progress is being made toward the 2015 goal. Multiple summary charts were presented that identified two ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative indicated that initiatives and strategies to increase employment in these areas were implemented. A summary chart was provided that displayed the number of groups employed in each of the three categories.

Executive, Administrative, Managerial: The Henderson measures reported for executive/administrative/managerial employees include: African American/Black from 1 in 2010, to 1 in 2011; and Pacific Islander from 0 in 2010, to 0 in 2011. No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Henderson summary chart noted one change for the groups, from 2010 to 2011: African American/Black from 2 in 2010, to 1 in 2011; Pacific Islander from 1 in 2010, to 1 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The Henderson summary chart indicated that employment remained the same in all ethnic/racial groups in this category: African American/Black from 2 in 2010, to 2 in 2011; Pacific Islander from 0 in 2010, to 0 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report indicated a loss of one African American faculty from 2010 to 2011 at Henderson. According to the report, one other ethnic/racial group was

employed in one of the three categories identified in the diversity policy (at Henderson) between 2010 and 2011.

Tenured Faculty Members: Henderson did not present the tenure of their faculty.

Henderson Board of Directors: The makeup of the Henderson board consists of ten individuals: 5 male and 5 female, 1 African American, and 9 Whites.

CET/Campus Climate

The CET report was included in the Henderson assessment. The list of members was included in the report (11 members - no 2 included), along with the goals/objectives, and charge of the group. Meetings are publicized through e-mail, and were held monthly. The assessment report indicated that recommendations were not made in 2010-11. And finally, the Henderson assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with next steps and best practices.

Hopkinsville Community College Diversity Plan Assessment

Executive Summary

Hopkinsville Community College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2010-11, and discussed the institution's progress toward their 2015 goals. Based upon Hopkinsville's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Hopkinsville has a special focus on veterans, and low-income students.

Student Body Diversity

The Hopkinsville assessment identified best practices that promote a diverse enrollment:

- Rotary Scholars Program
- HCC Foundation
- Engaging Enrollment Management with Academic Affairs
Engaging Enrollment Management with Workforce Development
Engaging Enrollment Management with Student Affairs
- Super Sunday

The enrollment chart indicated that overall, Hopkinsville noted an increase in African American/ Black, and Hispanic/Latino student enrollment in 2010, in comparison to 2011. One ethnic group remained the same in 2010, in comparison to 2011 (American Indian/Alaskan Native).

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Hopkinsville assessment report included several tables to highlight progress in student success initiatives: Retention, graduation rates, credentials earned undergraduate STEM-H degrees, and transfer.

Retention: Hopkinsville reported a decrease in student retention in three ethnic/racial groups in 2011, in comparison to 2010 (African American/Black, Hispanic/Latino, and American Indian/Alaskan Native) in 1ST to 2ND year. Fewer students were retained for each group in 2011. Academic support programs, in addition to other strategies, are offered to students in 2 or more developmental courses. The institution did not meet its goal for student retention.

Graduation Rate: The report highlighted the 2010 – 2011 results of the Hopkinsville graduation rates. A rate was established at 20.9 percent for all racial/ethnic groups in the KCTCS' Beyond the Numbers report (includes degree, diploma, and certificate students). Rates for cohorts less than five are not reported. No additional information was provided for any ethnic/racial group. A discussion was not provided to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Degrees/Credentials Awarded: The report included a discussion of curricular diversity at HCC. Every student earning an AA, AS, or AAS degree will be exposed to a diversity philosophy in their coursework.

Hopkinsville reported an increase in the number of degrees and credentials awarded in 2010, compared to 2011 for three ethnic/racial groups: African American/Black (from 318 to 407) Hispanic/Latino (from 20 to 72), and American Indian/Alaskan Native (from 8 to 11). The institution met its goal for student degrees and credentials.

Credentials Awarded for STEM-H:

The Hopkinsville report did not include a discussion of STEM-H degrees. The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The Hopkinsville report included a summary table highlighting student transfer from the 2 year institution to 4 year: African American/Black from 45 in 2010, to 59 in 2011; Hispanic/Latino, from 8 in 2010, to 5 in 2011. And finally, a total of 2 American Indian/Alaskan Native transferred in 2010, compared to 2 in 2011. Overall, a limited increase in student transfer was noted.

Workforce Diversity

The Hopkinsville assessment report did not provide a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to determine whether progress is being made toward the 2015 goal. Several summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative discussed initiatives and strategies to increase employment in these areas. A summary chart was provided that displayed the number of groups employed in each of the three categories.

Executive, Administrative, Managerial: The Hopkinsville measures reported for executive/administrative/managerial employees include: African American/Black from 3 in 2010, to 2 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011. No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Hopkinsville summary chart noted no change for the three groups, from 2010 to 2011: African American/Black from 5 in 2010, to 4 in 2011; Hispanic/Latino, from 1 in 2010, to 2 in 2011 and American Indian/Alaskan Native from 1 in 2010, to 1 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The Hopkinsville summary chart indicated that employment remained the same in all ethnic/racial groups in this category: African American/Black from 12 in 2010, to 12 in 2011; Hispanic/Latino, from 0 in 2010, to 0 in 2011 and American Indian/Alaskan Native from 0 in 2010, to 0 in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report indicated that African Americans were retained in all executive categories from 2010 to 2011 at Hopkinsville. According to the report, no other ethnic/racial groups were employed in the executive category between 2010 and 2011.

The report indicated a loss of one African American faculty, as well as one Hispanic/Latino faculty from 2010 to 2011 at Hopkinsville.

Tenured Faculty Members: Hopkinsville indicated that tenure was no longer offered as of July 1, 2009. The reported presented the tenure of their faculty as follows:

- African American/Black - 1 tenured and White -29 tenured

Hopkinsville Board of Directors: The makeup of the Hopkinsville board consists of seven individuals: 6 male and 5 female. One African American, one two or more races 9 Whites.

CET/Campus Climate

The CET report was included in the Hopkinsville assessment. The list of members was included in the report (10 members, no students), along with the goals/objectives, and charge of the group. Meetings are publicized through e-mail, and were held monthly. The assessment report indicated that recommendations were not made in 2010-11. And finally, the Hopkinsville assessment included a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with next steps and best practices.

Jefferson Community and Technical College

Diversity Plan Assessment

Executive Summary

Jefferson Community and Technical College's Executive Summary identified the guiding values and mission statement and offered a discussion of the signs of progress and vitality at JCTC. The report also highlighted the four areas addressed in their Diversity Plan and information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2010-11 and discussed the institution's progress toward their 2015 goals. Based upon Jefferson's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/Black, Hispanic/Latino, American, Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Jefferson has a special focus on LGBT, international, and veteran students.

Student Body Diversity

The Jefferson assessment identified several best practices that promote a diverse enrollment:

- LEEP, ESL
- Close the Deal
- Super Sunday

The enrollment chart indicated that overall, Jefferson noted an increase in the African American/Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander student enrollment in 2010 in comparison to 2011. One ethnic group declined in enrollment (six students total) in 2010 in comparison to 2011 (American Indian/Alaskan Native). The institution met its goal for 2010.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Jefferson assessment report included several tables to highlight progress in student success initiatives: Retention, graduation rates, credentials earned, undergraduate STEM-H Degrees, and Transfer.

Retention: Jefferson reported that the first to second year retention rate for all students was 46.5%. The retention rate for African American/Blacks was 41.7%, and Hispanic/Latino 48.1%. .

Graduation Rate: The report did not include graduation rate data for JCTCS.

Degrees/Credentials Awarded: The number of degrees and credentials awarded in 2010, in comparison to 2011 increased in one ethnic/racial group: (Hispanic/Latino from 56 to 85) and decreased in two: (African American/Black from 619 to 609 and American Indian/Alaskan Native from 21 to 19). Overall, Jefferson reported a decrease in the number of degrees and credentials awarded in 2010 compared to 2011.

Credentials Awarded for STEM-H:

The Jefferson report included the number of STEM-H degrees awarded to African American/Black, White, Hispanic/Latino, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander. A decrease was noted for one group: African American/Black (from 165 to 151), while an increase was noted for three groups: Hispanic/Latino (from 15 to 41), American Indian/Alaskan Native (from 1 to 8) and Native Hawaiian/Pacific Islander (from 0 to 1).

Student Transfer from KCTCS: The Jefferson report indicated that the following transfers occurred in 2010-11: 287 or 18.46% African Americans, 41 or 2.64% were Hispanic; and an increase was reported for 2011-12: 295 or 18.97% African Americans, 44 or 2.83% were Hispanic.

Workforce Diversity

The Jefferson assessment report provided a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to determine whether progress is being made toward the 2015 goal. Twelve summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative indicated that there is little turnover; however, the report discussed initiatives and strategies to increase employment in these areas. A summary chart was provided that displayed the number of groups employed in each of the three categories.

Executive, Administrative, Managerial: The Jefferson report included a summary chart that highlighted the three categories in the diversity policy and the institutional diversity plans. The progress reported for executive/administrative/managerial employees revealed mixed results: African American/Black from 40 in 2010, to 35 in 2011; Hispanic/Latino, from 2 in 2010, to 2 in 2011 and American Indian/Alaskan Native from 2 in 2010, to 4 in 2011. No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Jefferson summary chart noted no change for the three groups from 2010 to 2011: African American/Black from 20 in 2010 to 21 in 2011; Hispanic/Latino from one in 2010 to one in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The summary chart indicated that employment in this category increased in one ethnic/racial group and remained the same in two ethnic/racial groups: African American/Black from 20 in 2010 to 19 in 2011; Hispanic/Latino from one in 2010 to one in 2011, and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report indicated that the employment of African Americans in the executive/administrative/managerial category decreased by seven. The employment of African Americans in the professional staff category decreased by one. All other ethnic/racial groups were retained in all categories from 2010 to 2011 at JCTC. The report did not include data highlighting retained faculty members.

Tenured Faculty Members: JCTC presented the tenure of their faculty as follows:

- African American/Black – three tenured
- American Indian/Alaskan Native – one tenured
- White – 141 tenured

Jefferson Board of Directors: The makeup of the JCTC board consists of ten individuals:

- 4 male
- 6 female
- 2 African American
- 8 White

CET/Campus Climate

The JCTC Diversity and Global Awareness Committee report was included in the assessment. The membership consists of 32 members. Student members were not identified. The report identified the goals/objectives, charge, and mission of the group. Meetings are publicized, and held monthly. The assessment indicated that recommendations would be reported to the school's president at the conclusion of the diversity assessment. A funding request has been submitted that looks hopeful. And finally, the group will develop an assessment tool to measure the effectiveness of the CET. The report concluded with next steps and best practices.

Madisonville Community College Diversity Plan Assessment

Executive Summary

Madisonville Community College's Executive Summary presented the four areas addressed in their Diversity Plan and information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2010-11 and reported the institution's progress toward their 2015 goals. Based upon Madisonville's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The report included the same groups in discussions of workforce diversity. The report indicated that Madisonville has a special focus on veterans and low-income students.

Student Body Diversity

The Madisonville assessment identified several best practices to promote access and opportunity and increase diversity in enrollment:

- High school and college graduate recognition Ceremony
- John T. Smith Scholarship
- Super Sunday
- Academic pipelines

- Marketing and public relations materials

The Connect Program, Summer Boost, and GMSCPP were also identified as strategies to increase enrollment at Madisonville.

The enrollment chart showed that Madisonville noted an increase in the Hispanic/Latino student enrollment in 2010 in comparison to 2011 (from 46 to 67). Two ethnic groups declined in enrollment (28 students total) in 2010 in comparison to 2011 (African American/Black from 288 to 254 and American Indian/Alaskan Native from 13 to nine). The institution did not meet this goal.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Madisonville assessment report included several tables to highlight progress in student success initiatives: Retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: Madisonville reported an increase in student retention in one ethnic/racial group in 2011 in comparison to 2010 (Hispanic/Latino). The retention rates of two groups (African American/Black, and American Indian/Alaskan Native) declined. Madisonville did not meet this goal.

Multiple initiatives were noted to assist with student success at Madisonville:

- Scholarships
- Extended campus
- Early alert
- First semester experience
- Student engagement
- START Center
- Assistive technologies

Graduation Rate: The report did not include a discussion of graduation rates.

Degrees/Credentials Awarded: The report noted an overall increase in the number of degrees and credentials awarded in 2010 in comparison to 2011. Madisonville reported an increase in one ethnic/racial group in 2011 in comparison to 2010 (Hispanic/Latino from three degrees/credentials to 25). The awards to two groups declined (African American/Black from 78 to 39 and American Indian/Alaskan Native from three to two. Madisonville did not meet this goal.

Credentials Awarded for STEM-H: The Madisonville report included the number of STEM-H degrees awarded to African American/Black, Hispanic/Latino, and Native American. An increase was noted in all groups: American/Black (from 46 to 48), American Indian/Alaskan Native (from 1 to 3), and Hispanic/Latino (from 17 to 19). The report identified initiatives/strategies to increase the number of diverse students in the STEM-H areas:

- GMSCPP
- Girls in Engineering and Technology

Student Transfer from KCTCS: The report included a summary table highlighting student transfer from the two-year institution to four-year: African American/Black from 20 in 2010 to 18 in 2011; Hispanic/Latino from zero in 2010, to three in 2011. Overall, a limited increase in diverse student transfer was noted.

Workforce Diversity

The Madisonville assessment report included a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to show progress toward the 2015 goal. Several summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

Executive, Administrative, Managerial: The Madisonville data for executive/administrative/managerial employees include: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero 2010 to zero in 2011, and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Madisonville did not meet the goal.

Faculty: The summary chart indicated that employment declined in one ethnic/racial group and did not change for two groups from 2010 to 2011: African American/Black from three in 2010 to two in 2011; Hispanic/Latino, from zero in 2010, to zero in 2011, and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Madisonville did not meet the goal.

Professional Staff: Madisonville indicated that employment increased in one ethnic/racial group in this category: African American/Black from two in 2010 to three in 2011 and remained the same for two groups: Hispanic/Latino from zero in 2010 to zero

in 2011 and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Madisonville met this goal.

Madisonville identified several activities and strategies to address increasing diversity in the workforce:

- Participation in the SREB Doctoral Scholars Program
- Increasing diverse participation on search committees
- Utilizing the Kentucky Association of Blacks in Higher Education (KABHE)
- Recruiting community members/former TRIO program graduates

Retained Workforce: The report did not include retention data for Madisonville employees.

Tenured Faculty Members: Madisonville indicated that one African American is tenured.

Madisonville Board of Directors: The makeup of the MCC board consists of ten individuals:

- 5 Male
- 5 Female
- 1 African American
- 9 White

CET/Campus Climate

The CET report was included in the Madisonville assessment. A list of members was included in the report (18 members, including two students), along with the goals/objectives and purpose and charge of the CET. Meetings are publicized through e-mail and were held monthly. The assessment report indicated that two recommendations were made in 2010-11. And finally, the Madisonville assessment included a discussion of the methodology used to determine the effectiveness of the CET:

- Noel-Levitz
- Campus Climate Surveys
- PD Evaluation

A budget recommendation is being addressed, and a minority mentoring program has been implemented (RISE). The CET report concluded with a focus on the institution's

commitment to diversity and a pledge to increase the number of objectives achieved in the future.

Maysville Community and Technical College Diversity Plan Assessment

Executive Summary

Maysville Community and Technical College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment included a report of programs and strategies implemented and discussed the institution's progress toward their 2015 goals. Based upon Maysville's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The diversity assessment report included the same groups in discussions of workforce diversity. The report indicated that Maysville has a special focus on two or more races and veterans.

Student Body Diversity

Maysville reported Super Sunday as an activity that promotes a diverse enrollment.

The enrollment charts indicated that Maysville noted an increase in two groups and a decrease in two: Hispanic/Latino student enrollment totaled 28 in 2010 and 57 in 2011; Native Hawaiian/Pacific Islander increased from two to four. Two ethnic groups declined in enrollment (nine students total) in 2010 in comparison to 2011 (African American/Black from 135 to 133 and American Indian/Alaskan Native from 17 to 10). The institution met this goal.

Maysville served 75 veterans in 2010 and 89 in 2011.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Maysville assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned, STEM-H degrees, and transfer.

Retention: Maysville reported student retention rates for three ethnic/racial groups for 2010-11: African American/Black--42.1 percent, Hispanic/Latino--40 percent, and American Indian/Alaskan Native--25 percent). Maysville did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: Maysville reported a graduation rate of 32 percent. No additional information was provided for any ethnic/racial group.

Degrees/Credentials Awarded: The report presented data highlighting degrees and credentials awarded to diverse groups in 2010 in comparison to 2011. Maysville reported an increase in the number of degrees and credentials awarded to three ethnic/racial groups: Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The report for African American/Black showed a decrease from 57 to 36.

Credentials Awarded for STEM-H: The Maysville report did not include data that displayed the number of STEM-H degrees awarded to diverse groups. The report identified CIT courses offered at Maysville that focus on problem-solving and computer skills.

Student Transfer from KCTCS: Maysville included a summary table highlighting student transfer from the two-year institution to four-year. Each of the four ethnic/racial groups noted a decrease: African American/Black from 18 in 2010 to 11 in 2011; Hispanic/Latino from 11 in 2010 to three in 2011; American Indian/Alaskan Native from two in 2010 to one in 2011; and Native Hawaiian/Pacific Islander from two in 2010 to one in 2011. Overall, a decrease in student transfer was noted.

Workforce Diversity

The assessment report identified progress made for the various ethnic/racial groups in workforce diversity to meet the 2015 goals. Several summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative discussed initiatives and strategies to increase employment in these areas.

Executive, Administrative, Managerial: Maysville reported that the executive/administrative/managerial category remained the same from 2010 to 2011: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero in 2010 to zero in 2011, and American Indian/Alaskan Native from N/A in 2010 to N/A in 2011. Maysville did not meet this goal.

Faculty: The summary chart noted no change for the three groups from 2010 to 2011: African American/Black from two in 2010 to two in 2011; Hispanic/Latino from zero in 2010 to zero in 2011, and American Indian/Alaskan Native from N/A in 2010 to N/A in 2011. Maysville did not meet this goal.

Professional Staff: The report indicated that employment increased in this category for one ethnic/racial group: African American/Black from two in 2010 to three in 2012. No change noted for other groups: Hispanic/Latino from zero in 2010; American Indian/Alaskan Native from N/A in 2010 to N/A in 2011. Maysville met this goal.

Retained Workforce: The report indicated that African Americans were retained in all categories from 2010 to 2011. One category (professional staff) increased by one in 2011. According to the report, no other ethnic/racial groups were employed in the three categories identified in the diversity policy between 2010 and 2011.

Tenured Faculty Members: Maysville reported one tenured diverse faculty member.

Maysville Board of Directors: The makeup of the MCTC board consists of ten individuals:

4 Male

6 Female

10 White

CET/Campus Climate

The Maysville Diversity Enhancement Team report included a list of members, goals/objectives, and charge of the team. The team consists of 15 members (no students). Monthly meetings were publicized through e-mail. Students and the community were not included in the e-mail distribution but will be included in the future. The assessment report indicated that a climate survey was administered in spring 2012 and will be used in the future to evaluate the success of the CET. No recommendations were made in 2010-11.

And finally, the Maysville assessment concluded with a list of activities and initiatives and next steps.

Owensboro Community and Technical College Diversity Plan Assessment

Executive Summary

Owensboro Community and Technical College's Executive Summary presented the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2011-12 and discussed the institution's progress toward their 2015 goals. Based upon Owensboro's area of geographical responsibility, three ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. The report indicated that Owensboro has a special focus on veterans and LGBT students.

Student Body Diversity

The Owensboro assessment identified various best practices that promote a diverse enrollment:

- Hispanic Outreach
- GMSCPP
- Super Sunday
- Minority College Fair
- Diversity Outreach
- LGBT Support for Student Population
- Veterans Student Awareness

The enrollment chart indicated that overall, Owensboro noted a decrease of 10 for African American/Black students in 2011 from 311 to 282. An increase was noted for two groups: Hispanic/Latino from 74 to 90 students and Native Hawaiian/Pacific Islander from 25 to 36 students. A second ethnic group declined in enrollment in 2010 in comparison to 2011: American Indian/Alaskan Native from 16 to 13 students. Discussions were offered for the increase and decrease of each group.

A total of 125 veterans were enrolled in 2010, compared to 112 in 2011.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Owensboro assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: Owensboro reported student retention rates for three ethnic/racial groups for 2010-11: African American/Black 42 percent; Hispanic/Latino 33 percent; and Native Hawaiian/Pacific Islander 50 percent. Owensboro did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report highlighted the 2005–2011 results of the Owensboro graduation rates. Owensboro reported an increase for one group, no change for one group, and a decrease two racial/ethnic groups: American Indian/Alaskan Native from two to three students; no change for Native Hawaiian/Pacific Islander from one to one student; and a decrease for Hispanic/Latino from 11 to six students and African American/Black from 35 to 33 students.

Degrees/Credentials Awarded: The report did not highlight 2010 in comparison to 2011. Overall, Owensboro reported an increase in the number of degrees and credentials awarded in 2011 compared to 2012 for two ethnic/racial groups: African American/Black and Hispanic/Latino. The report for the American Indian/Alaskan Native group was zero for both 2011 and 2012.

Credentials Awarded for STEM-H: The Owensboro report included the number of STEM-H degrees awarded to African American/Black, Hispanic/Latino, and American Indian/Alaskan Native. An increase was noted for American/Black (from 17 to 19) and American Indian/Alaskan Native (from two to four). No change was noted for Hispanic/Latino (from three to three).

The report identified two initiatives/strategies to increase the number of minority students in the STEM-H areas: The First Lego League and First Tech Challenge Robotics Program.

Student Transfer from KCTCS: The Owensboro report indicated that a student transfer center had been established.

Workforce Diversity

The Owensboro report included a narrative of the commitment the institution has to increase workforce diversity to meet the 2015 goals. Summary charts were presented that identified four ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

Executive, Administrative, Managerial: The report for executive/administrative/managerial employees include: African American/Black from one in 2010, to one in 2011; Hispanic/Latino, from zero in 2010 to zero in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian/Pacific Islander from N/A in 2010 to zero in 2011. The institution did not meet this goal.

Faculty: The Owensboro summary chart noted one change for the four groups from 2010 to 2011: African American/Black from three in 2010 to four in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; American Indian/Alaskan Native from one in 2010 to one in 2011; and Hawaiian/Pacific Islander from N/A in 2010 to N/A in 2011. The institution met this goal.

Professional Staff: The Owensboro summary chart indicated one change for the four groups from 2010 to 2011: African American/Black from five in 2010 to six in 2011; Hispanic/Latino, from zero in 2010 to zero in 2011; American Indian/Alaskan Native from one in 2010 to one in 2011; and Hawaiian/Pacific Islander from N/A in 2010 to N/A in 2011. The institution met this goal.

Retained Workforce: The report did not include retention information for a diverse workforce.

Tenured Faculty Members: Owensboro reported that the college no longer hires new faculty members under a tenure contract.

Owensboro Board of Directors: The makeup of the OCTC board consists of ten individuals:

- 5 Male
- 5 Female
- 1 African American
- 9 White

CET/Campus Climate

The Owensboro CET report identified members, goals/objectives, and the charge of the committee. A total of 18 members serve on the Diversity and Global Studies Committee (no students). Meetings are publicized and held regularly. The assessment report indicated that various activities were implemented in 2010-11 and students, faculty, and staff attended. And finally, the Owensboro assessment included responses to the evaluations and action steps and an evaluation of results. The report concluded with a summary of the institution's commitment.

Somerset Community College Diversity Plan Assessment

Executive Summary

Somerset Community College's Executive Summary highlighted the institution's commitment to diversity and provided a discussion of the progress made and areas that will require additional attention to reach 2015 goals. The assessment report also presented programs and strategies implemented in 2010-11 and identified the institution's mission, values, and goals. Based upon Somerset's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce.

Student Body Diversity

The Somerset assessment identified several best practices that promote a diverse enrollment:

- Project BEAM
- TRIO Program
- Latino Outreach
- John T. Smith Scholarships
- Super Sunday

The summary chart indicated that Somerset noted an increase for one group and a decrease for two groups: Hispanic/Latino enrollment in 2010 totaled 123, in comparison to 154 in 2011. Native Hawaiian/Pacific Islander 5 in 2010 in comparison to 14 in 2011. One ethnic group remained the same both years (American Indian/Alaskan Native ,53), and one (African American/Black) declined in enrollment from 137 to 127 (10 students total). Somerset met this goal.

Student Success Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Somerset assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: Somerset reported student retention rates for three ethnic/racial groups for 2010-11: African American/Black 26.7 percent; Hispanic/Latino 43.8 percent; and American Indian/Alaskan Native 60 percent). Somerset did not offer a discussion to indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report did not include data for graduation rates.

Degrees/Credentials Awarded: Somerset reported an increase in the number of degrees and credentials awarded in 2011 compared to 2012 for three ethnic/racial groups: American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Hispanic/Latino. The report revealed that degrees and credentials awarded to the African American/Black students declined from 24 in 2010 to 11 in 2011.

Credentials Awarded for STEM-H:

The Somerset report included the number of STEM-H degrees awarded to African American/Black, American Indian/Alaskan Native, and Hispanic/Latino in 2010 and 2011. An increase was noted for American Indian/Alaskan Native (from zero to three) and Hispanic/Latino (from zero to eight). A decrease was noted for African American/Black (from 12 to seven). The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: The report included a summary table highlighting student transfer from the two-year institutions to four-year: African American/Black from 11 in 2010 to seven in 2011; Hispanic/Latino from nine in 2010 to five in 2011; and Native Hawaiian/Pacific Islander from one in 2010 to zero in 2011. Overall, a decrease in student transfer was noted for diverse students.

Workforce Diversity

The assessment report included narrative of the progress made and special activities and strategies implemented for the various ethnic/racial groups highlighted in workforce diversity. Several summary charts were presented that identified four ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. The narrative discussed initiatives to increase employment in these areas. A summary chart was provided that displayed the number of groups employed in each of the three categories.

Executive, Administrative, Managerial: The report for executive/administrative/managerial employees include: African American/Black from one in 2010 to one in 2011; Hispanic/Latino, from zero in 2010 to zero in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian/Pacific Islander from zero in 2010 to zero in 2011. The institution did not meet this goal.

Faculty: The Somerset summary chart noted no change for the four groups from 2010 to 2011: African American/Black from four in 2010 to four in 2011; Hispanic/Latino from one in 2010 to one in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian/Pacific Islander from one in 2010 to one in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The Somerset summary chart indicated that employment remained the same in all ethnic/racial groups in this category: African American/Black from two in 2010 to two in 2011; Hispanic/Latino from one in 2010 to one in 2011; American Indian/Alaskan Native from zero in 2010 to zero in 2011; and Native Hawaiian/Pacific Islander from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: The report included retention data for the three categories identified in the report. The number of African Americans retained in the executive/administrative/managerial category remained the same: one, in 2010 to 2011. No other ethnic/racial groups were employed in this category. Ethnic/racial groups were retained in both the faculty category and professional staff category from 2010 to 2011.

Tenured Faculty Members: SCC presented the tenure of their faculty as follows:

- Applied Technology: 7 White tenured faculty in 2010 and 2011.
- Arts and Sciences: 35 White tenured faculty in 2010 and 38 in 2011; one tenured Black and Hawaiian in 2011.
- Health Sciences: 8 White tenured faculty in 2010 and 2011; one tenured Black in 2010 and one Hawaiian in 2011.

Somerset Board of Directors: The makeup of the SCC board consists of ten individuals:

- 7 Male
- 3 Female
- 1 African American
- 9 White

CET/Campus Climate

The CET for Somerset, known as the Diversity Initiatives Team, consists of more than 40 members ranging from faculty to staff. No student members were listed. The charge of the team, along with the goals/objectives, was introduced. Meetings are publicized through e-mail and held regularly. The assessment report included activities and strategies implemented in 2010. The report did not include recommendations. And finally, the Somerset assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with objectives and outcomes.

Southcentral Kentucky Community and Technical College Diversity Plan Assessment

Executive Summary

The Executive Summary for Southcentral Community and Technical College highlighted the four areas addressed in their Diversity Plan, as well as information that described the

progress made and areas that will require additional attention. The assessment report included a discussion of programs and strategies implemented in 2010-11 and discussed the institution's progress toward their 2015 goals. Based upon Southcentral's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that Southcentral has a special focus on immigrant and international students.

Student Body Diversity

The Southcentral assessment identified the following best practices that promote a diverse enrollment:

- Recruitment/College Fairs
- Market Transfer Opportunities
- Super Sunday
- Market Scholarship and Financial Aid Information

The enrollment chart indicated that Southcentral noted an increase in three ethnic/racial groups from 2010 to 2011: African American/Black, Hispanic/Latino, and Native Hawaiian/Pacific Islander. One ethnic group remained the same: American Indian/Alaskan Native. Southcentral saw increased enrollment for African American/Black students (from 426 to 557), Hispanic/Latino (from 148 to 181), and Native Hawaiian/Pacific Islander (from zero to three). The institution met this goal.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The Southcentral assessment report included narrative to highlight progress in student success initiatives: Retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: Southcentral reported an increase in student persistence for one group in 2010 in comparison to 2011 (Hispanic/Latino from 33.33 percent to 42.86). African American/Black persistence fell slightly (from 40.82 percent to 37.7).

Southcentral reported student retention rates for three ethnic/racial groups for 2010-11: African American/Black 41 percent; American Indian/Alaskan Native 66 percent; and Hispanic/Latino 42 percent.

Graduation Rate: The Southcentral report included information on the following graduation rates for diverse students: 2008 cohort within 150 percent of normal time to completion: Full-time, first-time 2008 cohort within 150 percent of normal time to completion: African American/Black 13 percent; American Indian/Alaskan Native zero percent; and Hispanic/Latino zero percent.

Degrees/Credentials Awarded: The report indicated that degrees conferred remained fairly consistent, with increases in both African American/Black (5.07 percent to 5.90 percent) and Hispanic/Latino (.76 percent to 1.51 percent). Promising practices for student success include:

- Success Center
- Learning Center
- Developmental English Initiative
- Math Curriculum restructured
- Foundations of Excellence

The degrees and credentials conferred to African American/Black totaled 94 in 2010 and 107 in 2011. Hispanic/Latino totaled 14 in 2010 and 30 in 2011. And finally, a total of three American Indian/Alaskan Native students received degrees and credentials in 2010 compared to two in 2011. Overall, a significant increase in student degrees and credentials conferred was noted.

Credentials Awarded for STEM-H: The Southcentral report did not include information highlighting STEM-H degrees.

Student Transfer from KCTCS: The Southcentral report included a summary table highlighting student transfer from the two-year institution to a four-year: African American/Black from 14 in 2010 to 21 in 2011 and Hispanic/Latino from one in 2010 to one in 2011. And finally, a total of one American Indian/Alaskan Native transferred in 2010 compared to one in 2011. Overall, a limited increase was seen in student transfer.

Workforce Diversity

The Southcentral assessment report offered a narrative of the progress made for the various ethnic/racial groups highlighted in workforce diversity to show progress toward

the 2015 goal. Three summary charts were presented that identified four ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff. A summary chart was provided that displayed the number of groups employed in each of the three categories.

Executive, Administrative, Managerial: The Southcentral data report for executive/administrative/managerial employees include: African American/Black from one in 2010 to one in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Faculty: The Southcentral summary chart noted no change for the three groups from 2010 to 2011: African American/Black from 2 in 2010 to 2 in 2011; Hispanic/Latino from 0 in 2010 to 0 in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Professional Staff: The Southcentral summary chart indicated that employment remained the same in all but one in this category: African American/Black from five in 2010 to four in 2011; Hispanic/Latino from zero in 2010 to zero in 2011 and American Indian/Alaskan Native from zero in 2010 to zero in 2011. No follow-up information was provided that discussed whether the individual groups were on track to meet the 2015 goal.

Retained Workforce: No information was presented regarding the retention of diverse employees.

Tenured Faculty Members: Southcentral does not offer tenure to new or existing faculty.

Southcentral Board of Directors: The makeup of the SKYCTC board consists of ten individuals:

- 7 Male
- 3 Female
- 1 African American
- 9 White

CET/Campus Climate

The CET report was included in the SKYCTC assessment. The membership of the Diversity Committee consists of the President, as well as nine other administrators across the campus. The committee did not include student members. The report included the mission of the team, goals/objectives, and the charge of the group. Meetings are publicized through e-mail and were held monthly. Invitations have not been extended to the general public to participate. The assessment report introduced a variety of programs and promising practices:

- Super Sunday
- SKYCTC Book Club
- Highlight Heritage Months with Bios of Distinguished Leaders
- GMSCPP
- Black History Month
- Stress Goody Bags
- Minority Student Meet and Greet

Recommendations were not made in 2010-11. And finally, the Southcentral assessment did not include a discussion of the methodology used to determine the effectiveness of the CET. The report concluded with SKYCTC's commitment to support and sustain an inclusive campus community.

Southeast Kentucky Community and Technical College Diversity Plan Assessment

Executive Summary

Southeast Kentucky Community and Technical College's Executive Summary highlighted the four areas addressed in their Diversity Plan, as well as information that described the progress made and areas that will require additional attention. The assessment report included a discussion of the demographics in the service area and the institution's commitment to meet the 2015 goals.

Based upon Southeast's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. The report indicated that Southeast has a special focus on low-income students.

Student Body Diversity

The Southeast assessment identified several best practices that promote a diverse enrollment:

- Super Sunday
- ABE Programming
- EKCEP
- Student Scholarships/Grants
- ACT Workshops

The enrollment data showed that Southeast noted an increase in the Hispanic/Latino undergraduate student enrollment in 2010, in comparison to 2011 (from 17 to 20 students). Three ethnic groups declined in enrollment (23 students total) in 2010 in comparison to 2011 (African American/Black, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native). SKCTC offered a justification for the decline in African American/Black student enrollment. The report noted that the African American/Black population in the service area has declined because of the loss of jobs in the area.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H degrees, and Transfer

The Southeast assessment report included several tables to highlight progress in student success initiatives: Retention, graduation rates, credentials earned in STEM-H degrees, and transfer.

Retention: Southeast reported the following first to second year retention rates for diverse ethnic/racial groups: American Indian/Alaskan Native from 0 to 100 percent. The retention rates for two groups were under 50 percent: African American/Black from 30.8 percent to 13 percent and Hispanic/Latino from 50 percent to zero percent. Southeast included a discussion to justify the low retention rates—a limited number of students in the educational system. The report did not indicate whether the various ethnic/racial groups were on target to meet the 2015 goals.

Graduation Rate: The report indicated that Southeast's graduation rates were 32% for the 20008 cohort, and 26% for the 2009 cohort.

Degrees/Credentials Awarded: The report included data that showed increased progress for three ethnic/racial groups between 2010 and 2011. Overall, Southeast reported a slight increase in the number of degrees and credentials awarded: No change for African American/Black 21 degrees and credentials awarded in both 2010 and 2011 and Hispanic/Latino- from 1 to 3. The American Indian/Alaskan Native group showed a decrease: 2 in 2010 and 1 in 2011.

Credentials Awarded for STEM-H: The Southeast report did not include the number of STEM-H degrees awarded to diverse groups.

Student Transfer from KCTCS: The report included a summary table highlighting student transfer from the two-year institution to four-year: African American/Black from five in 2010 to four in 2011; Hispanic/Latino from one in 2010 to two in 2011; and Native Hawaiian/Pacific Islander from zero in 2010 to zero in 2011. Overall, a decrease in diverse student transfer was noted between 2010 and 2011.

Workforce Diversity

The Southeast assessment report included data that discussed the progress made for various ethnic/racial groups highlighted in the diversity plan. Twelve summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

Executive, Administrative, Managerial: The Southeast data for executive/administrative/managerial employees include: African American/Black from zero in 2010 to two in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Southeast met this goal.

Faculty: The summary chart noted no change for the three groups from 2010 to 2011: African American/Black from three in 2010 to three in 2011; Hispanic/Latino from zero in 2010 to zero in 2011; and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Southeast did not meet this goal.

Professional Staff: The Southeast report indicated that employment remained the same in all ethnic/racial groups in this category, with the exception of one: African American/Black from three in 2010 to five in 2011. Representation for the two remaining

groups did not change: Hispanic/Latino from zero in 2010 to zero in 2011 and American Indian/Alaskan Native from zero in 2010 to zero in 2011. Southeast met this goal.

Retained Workforce: The report indicated that full-time, non-instructional African American/Blacks were retained from 2010 to 2011, with an increase of one in 2011. According to the report, no other ethnic/racial groups were employed in the full-time, non-instructional categories between 2010 and 2011. All African American/Black full-time faculty also were retained from 2010 to 2011. According to the summary chart, no other ethnic/racial groups were employed as full-time faculty from 2010 to 2011.

Tenured Faculty Members: Southeast did not present information highlighting the tenure of their faculty.

Southeast Board of Directors: The makeup of the SKCTC board consists of ten individuals:

- 3 Male
- 7 Female
- 10 White

CET/Campus Climate

The CET report was included in the Southeast assessment. The Diversity Leadership and Outreach Committee consists of ten members from diverse backgrounds. No students are included. The report highlights the CET's mission, goals/objectives, and charge. Meetings are publicized and are held regularly. The CET identified special programs and initiatives that were implemented to support diversity at SKCTC:

- Foundations of Excellence-Transfer Focus
- SKCTC Call Center
- Ready to Work/Work and Learn
- UBMS Program
- Career and Transfer Service (CATS) Center

The assessment report indicated that two recommendations were made in 2010-11. A climate survey was conducted in fall 2011, and the results were shared with the faculty and staff. The report concluded with best practices and next steps.

West Kentucky Community and Technical College Diversity Plan Assessment

Executive Summary

The Executive Summary of the West Kentucky Community and Technical College report includes a discussion of the institution's commitment for diversity, reports on the four areas in the Diversity Plan and includes information that describes the progress made and areas that will require attention. The assessment report included a discussion of programs and strategies implemented in 2011-12 and discussed the institution's progress toward their 2015 goals. Based upon West Kentucky's area of geographical responsibility, four ethnic/racial groups were identified in discussions of student body diversity: African American/ Black, Hispanic/Latino, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native. The diversity assessment report included the same groups in discussions of workforce diversity. Asians were also included in the discussion of students and the workforce. The report indicated that West Kentucky has a special focus on low-income students and veterans.

Student Body Diversity

The West Kentucky assessment identified multiple best practices to promote a diverse enrollment:

- Super Sunday
- Partnership with McCracken County and Paducah City School Systems
- Focus on Latino Students
- Scholarships
- Enrollment Blast
- Partnership with Housing Authority of Paducah (HAP)

The enrollment chart indicated that West Kentucky noted an increase in two groups: African American/Black and Hispanic/Latino in 2010 in comparison to 2011. One ethnic group declined in enrollment (one student total) in 2010 in comparison to 2011 (American Indian/Alaskan Native) and the number in one group (three) remained the same (Native Hawaiian/Pacific Islander). The institution met its goal.

Student Success: Retention, Graduation Rate, Degrees/Credentials Awarded, STEM-H Degrees, and Transfer

The West Kentucky assessment report included several tables to highlight progress in student success initiatives: retention, graduation rates, credentials earned, undergraduate STEM-H degrees, and transfer.

Retention: West Kentucky reported student retention rates for first to second year retention for three ethnic/racial groups for 2010-11: African American/Black from 23.6 percent to 33.3 percent; Hispanic/Latino from 37.5 percent to 71.4 percent, and American Indian/Alaskan Native from 50 percent to 75 percent.

Graduation Rate: The report highlighted the 2010–2011 results of the West Kentucky graduation rates. The following rates were reported for full-time 2008 and 2009 cohorts: American/Black (from three percent to seven percent) and Hispanic/Latino (from one percent to one percent). Additional ethnic/racial groups were not identified.

Degrees/Credentials Awarded: The report highlight the 2010 data in comparison to 2011. West Kentucky reported an increase in the number of degrees and credentials awarded in 2010 compared to 2011 for three ethnic/racial groups: African American/Black (from 62 to 95), Hispanic/Latino (from 14 to 24), and American Indian/Alaskan Native (from six to 18).

Credentials Awarded for STEM-H: The West Kentucky report included the number of STEM-H degrees awarded to African American/Black and Hispanic/Latinos. An increase was noted for both groups: African American/Black (from 40 to 71) and Hispanic/Latino (from 11 to 16). The report did not identify initiatives/strategies to increase the number of minority students in the STEM-H areas.

Student Transfer from KCTCS: West Kentucky experienced gains in three of the four ethnic/racial groups for transfer to 4 year institutions. The ethnic/racial groups that increased were: African American/Black from 53 in 2010, to 58 in 2011; Hispanic/Latino, from 5 in 2010, to 17 in 2011, and American Indian/Alaskan Native from 1 in 2010, to 3 in 2011. The only ethnic/racial group that did not have an increase was within the Native Hawaiian/Pacific Islander group. There was a decrease from 1 in 2010, to 0 in 2011.

Workforce Diversity

The assessment report included a concise narrative of the progress made for the various ethnic/racial groups toward the 2015 goal. Three summary charts were presented that identified three ethnic/racial groups in the workforce categories of Executive/Administrative/Managerial, Faculty, and Professional Staff.

Executive, Administrative, Managerial: The West Kentucky data for executive/administrative/managerial employees noted that no change occurred in this

category in 2010 or 2011: African American/Black remained at two; Hispanic/Latino, zero; and American Indian/Alaskan Native, one.

Faculty: The summary chart noted two changes for the three groups, from 2010 to 2011: African American/Black from eight in 2010 to six in 2011; Hispanic/Latino from zero in 2010 to one in 2011; American Indian/Alaskan Native remained at zero.

Professional Staff: The West Kentucky summary chart indicated that employment remained the same in two ethnic/racial groups: African American/Black remained at five; American Indian/Alaskan Native remained at zero; Hispanic/Latino increased from 0 in 2010 to one in 2011.

Retained Workforce: The report did not include retention information for West Kentucky employees retained in the three categories between 2010 and 2011.

Tenured Faculty Members: WKCTC presented the tenure of their faculty as follows:

- African American/Black - two tenured in both 2010 and 2011
- White - 41 tenured in 2010 and 40 tenured in 2011

Faculty on Tenure Track:

- African American/Black - zero in both 2010 and 2011
- White - 7 in 2010 and 6 in 2011

Faculty not on Tenure Track

- African American/Black - three in both 2010 and 2011
- Hispanic/Latino - zero in 2010 and one in 2011
- White - 80 in 2010 and 83 in 2011

West Kentucky Board of Directors: The makeup of the WKYCTC board consists of ten individuals:

- 4 male
- 6 female
- 1 African American
- 9 White

CET/Campus Climate

The CET report was included in the West Kentucky assessment. The membership of 14 includes one student and a diverse group of administrators, faculty, and staff from across the campus. The CET report included goals/objectives and the charge of the group. Meetings are held regularly. The assessment report identified several programs that will assist in retaining and graduating students, which were presented in the report as answers to recommendations:

- Scholar House
- Success Connection
- Ready to Work, TRIO
- Veterans services
- Paducah Tilghman High School Cohort
- Early Alert Program

The report concluded with a discussion of WKCTC's commitment to diversity, next steps, and best practices.

A PowerPoint presentation will be shown at the May 20, 2013, CEO meeting that displays institutional and systemwide progress, as well as areas that may require attention to meet the 2015 goals.

KCTCS administrators from each of the 16 institutions and the KCTCS central office will be available to provide additional information regarding their diversity plan assessments and to answer questions the CEO members may have.

Staff preparation by Rana Johnson